



9/12/2018

Sharon Johnson-Shirley
Lake Ridge New Tech Schl Corp.: #4650
6111 W Ridge Rd
Gary, IN 46408

Dear Sharon Johnson-Shirley,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Hosford Park New Tech Elementary's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$161,225.30** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Dr. Jennifer McCormick
Superintendent of Public Instruction

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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Lake Ridge New Tech School Corporation	Corp #	4650
School	Hosford Park New Tech Elementary School	School #	3889
Superintendent Name	Dr. Sharon Johnson-Shirley	Email	sshirley@lakeridgeschools.net
Title I Administrator Name	Kathy Martin	Email	kmartin@lakeridgeschools.net
Principal	Eric Worthington	Email	eworthington@lakeridgeschools.net
Telephone	(219) 980-3390	Fax	(219) 980-3671
SY 2018-2019 Allocation	\$161,225.30		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 1, 2018
Technical Assistance Training	SIG Virtual PD Technical Assistance	TBD
Application Due	Renewal application must be submitted to IDOE	June 30, 2018
Application Review	Renewal applications reviewed by IDOE	July 1 – July 31, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 1, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Eric Worthington	Principal
Julie Martoccio	Counselor/Dean of Students
Wendy Brown	Data Coach/Teacher Mentor
Kathy Martin	Title I Director

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.



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By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	6/8/2018
Title I Administrator Signature:		Date:	6/8/2018
Principal Signature		Date:	6/8/2018

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2014 - 2015	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	41.50%	45%	58%	46.5% (1.5% increase)	49%	48% (1.5% increase)	NA yet	49.5% (1.5% increase)		51% (1.5% increase)	
Percent of students proficient on ISTEP (ELA) (3-8)	58.50%	60%	67%	61.5% (1.5% increase)	70%	63% (1.5% increase)	Na yet	64.5% (1.5% increase)		66% (1.5% increase)	
Percent of students proficient on ISTEP (Math) (3-8)	52.80%	60%	72%	61.5% (1.5% increase)	75%	63% (1.5% increase)	NA yet	64.5% (1.5% increase)		66% (1.5% increase)	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	92.60%	93%	100%	93.5% (.5% increase)	83%	94% (.5% increase)	NA yet	94.5% (.5% increase)		95% (.5% increase)	
Leading Indicators	Baseline SY 2014 - 2015	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	75600	75600	75600	75600	75600	75600	75600	75600		75600	
2. Number of daily minutes of math instruction	60	60	60	60	60	60	60	60		60	
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	90	90		90	



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4. Student attendance rate (must be % between 0 and 100)	95.30%	95.96% (.7% increase)	95.00%	96.67% (.7% increase)	96.5%	97.3% (.7% increase)	95.5%	97.98% (.7% increase)		98.66% (.7% increase)	
Leading Indicators	Baseline SY 2014 - 2015	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	139	132 (5% decrease)	167	125 (5% decrease)	179	119 (5% decrease)	202	113 (5% decrease)		108 (5% decrease)	
6. Expanded Learning Time (total number of hours offered)	Not offered	80% attend	70%	80% attend	Not offered	80% attend	Not offered	80% attend		80% attend	
7. Number of discipline referrals	1006	905 (10% decrease)	539	815 (10% decrease)	417	733 (10% decrease)	514	660 (10% decrease)		594 (10% decrease)	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--69 EXP--0	SUS--66 (5% dec) EXP--0	SUS--34 EXP--0	SUS--63 (5% dec) EXP--0	SUS--16 EXP--0	SUS--60 (5% dec) EXP--0	SUS--55 EXP--0	SUS--57 (5% dec) EXP--	SUS-- EXP--	SUS--54 (5% dec) EXP--	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP-1- EFF--15 HEFF--0	IN-- IMP-- EFF-- HEFF--	IN--0 IMP-1- EFF--16 HEFF--1	IN--0 IMP-0- EFF--14 HEFF--3	IN--0 IMP-0- EFF--12 HEFF--4	IN--0 IMP-0- EFF--15 HEFF--2	IN-- IMP-- EFF-- HEFF--	IN--0 IMP-0- EFF--15 HEFF--2	IN-- IMP-- EFF-- HEFF--	IN--0 IMP-0- EFF--14 HEFF--3	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	96.12%	95%	94.76%	95.7% (.7 increase)	93%	96.4% (.7 increase)	93.5%	97.1% (.7 increase)		97.8% (.7 increase)	
11. Teacher retention rate (must be a % between 0 and 100)	14/17 - 82%	16/17 - 94%	16/17 - 94%	16/17 - 94%	94%	16/17 - 94%	94%	16/17 - 94%		16/17 - 94%	



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.

What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> • New staff – 3 retirees and 2 relocating. 5 new classroom teachers out of 12. Even with 5 out of 12 new teachers, we have been able to maintain or slightly lower discipline most months. • Staff is more comfortable/confident with PBL. • Weekly Leadership Team Meeting for building data review and coordination of services. • Teacher mentor has been instrumental in supporting new staff and training paras. • 6+1 Writing PD and mapping has helped strengthen writing, especially in primary grades. • Reinstitute Peer Mediation/Conflict Resolution connected to the 2nd grade "Buddy Bench" PBL project from 2016-17. Instituted at semester (January) and training held by Home School Coordinator using resources from Community Boards Program. 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • After students have conflict/discipline consequences we can implement follow-up services to improve transitions and to ensure the conflict is settled. • The leadership team reviews building PBIS/SWIS data at weekly meetings. We will summarize the "highs and lows" and present to the staff for reflection monthly. • Our Outside Evaluation indicated a "Problem of Practice" in that students perform well on multiple choice items for ISTEP+, but struggle to answer applied skills items with full/complete grade level responses. • New staff – although a possible threat due to the quantity of new staff, the opportunity to train and retain quality staff could be the start of a longstanding future for our school. PBIS/Classroom management/trauma sensitive training is still necessary to maintain consistency, structure, and stability in classrooms on a daily basis.
<p>Opportunities:</p> <ul style="list-style-type: none"> • Meijer Department Store grants. We wrote and received 2 grants this year and can continue to partner with them in the future. "Shop with a Teacher" @ Christmas and "Back to School Supplies". For the 18-19 school year, the store manager has agreed to double the funds for our school. • Technology – The district is planning a 1:1 rollout, but it may be with a different platform than we purchased with our initial SIG grant. Learning a new platform. Staff devices were just rolled out 3-22-18. Although this may take some time to adapt/learn, the ability to have dependable technology using a uniform OS has many positive opportunities. • Trauma Sensitive Training through the district grant may help us better understand and serve students and families who have experienced trauma. June 2018 Training in Kansas City, MO. 	<p>Threats:</p> <ul style="list-style-type: none"> • Ensuring support stays consistent with existing staff as new staff may take more time/resources. • Summer SIG 1003a – provides summer PD for new/existing teachers. Since we received an "A" last year, we are not eligible for the 1003a grant. This limits our ability to strengthen PD and address building needs/concerns without those funds.

Projected Outcomes for SY 18-19

- 1:1 Technology/Apple rollout will officially begin at the start of the 18-19 school year.
- Data coach/teacher mentor will directly support new staff training them in RDS, 8-Step Process, data collection/analysis, etc.
- Home school coordinator will continue to support students through individual, classroom, group, and family support. In addition, HSC will continue the Peer Mediation program into the next year.
- Maintain building culture with new staff to ensure a supportive transition into their new roles as well as setting the groundwork to retain them in the future.

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>A: District will retain the current principal and continue the use of RISE evaluation process.</p> <p>B: Leadership Team (Principal, Dean, Home/School Coordinator, Title I Teacher, and Data Coach/Teacher Mentor) will meet weekly to review data from SWIS (referrals), RtI progress, PD needs, etc.</p>	Multiple Phases (Multiple Quarters)	None	<p>A: "Standard For Success" (SFS) is used to create SLO's and document evaluations. SIG Data dashboard tracks monthly evaluations.</p> <p>A: New Staff will receive 2 Formal Extended Observations and 3 Short Observations each year.</p> <p>A: Teachers with 3 or more years will receive 1 Formal Extended Observations and 2 Short Observations each year.</p> <p>B: Artifacts - Leadership Team agenda/meeting notes, LLI Data, SWIS Reports. These data points help up focus support where needed. Ex: SWIS reports pinpoint specific problem behaviors, specific days of the week that have high referrals, specific grades or classrooms with high referrals, etc. We then can devise a plan to support a specific population, grade, or class with additional support such as the home/school coordinator reading a book and having a discussion connected to a social/emotional issue.</p>

				B: New Tech Staff Culture Survey results help measure staff perceptions about students, initiatives, and programs.
Develop Teacher Effectiveness	<p>A: The Data Coach/Teacher Mentor will support the teachers (4-5 have less than 2 years of experience) for the 2018-19 school year through observations, feedback, reflection, and data management/monitoring.</p> <p>The Data Coach/Teacher Mentor will provide support to any teachers receiving "Improvement Necessary" and/or "Ineffective" on regular informal/formal evaluations.</p> <p>B: The Data Coach/Teacher Mentor will provide PLC for teachers in the areas of Guided Math, Touch Math, Running Records training. PLC will also be provided to paraprofessionals for 8-Step Process.</p> <p>C: PBL Mini grants will be offered for innovative PBL projects.</p>	Multiple Phases (Multiple Quarters)	\$1000 –PBL Mini grants	<p>A: Regular SFS evaluations will indicate teachers who have been marked "needs improvement" in the same area more than once and/or "Ineffective" at any point throughout the year within Domains 1 and 2. The Data Coach/Teacher Mentor will meet with and target support for that teacher in those areas. SFS will show gradual improvement in those targeted areas as the year progresses, otherwise an Improvement Plan will be instituted by the principal.</p> <p>B: Artifacts include teacher sign in sheets and agenda for PD sessions. Learning Log data will show students who are showing mastery, partial mastery, or non-mastery of each standard within each 4-week cycle. Cycle data is reported on the SIG Dashboard to track progress for each grade level.</p> <p>B: Copies of classroom Running Record Data is submitted to the Title I teacher in order to help identify students needing intervention through "Leveled Literacy Intervention" (LLI) or "My Sidewalks". EOY improvement data from LLI is submitted by the Title I teacher for use in SIP and SAP to determine effectiveness of the intervention program and student growth.</p> <p>C: Artifact - Teachers submit a locally developed application and incorporated PBL rubric which is scored for grant eligibility.</p>

<p>Implement Comprehensive Instructional Reform Strategies</p>	<p>A: Continue to support the instructional programs through resource staff.</p> <p>B: Data Coach/Teacher Mentor will continue to support staff in effective uses of data, modeling best practice, assisting new staff in data management and interpretation of 8-Step Assessments. LLI intervention paraprofessional supports the additional students needing reading remediation under direction of Title I teacher.</p> <p>C: Outside coach from New Tech will provide virtual PD. 2 Staff will also attend the New Tech Annual Conference (NTAC) in the summer of 2019.</p> <p>D. Professional Development Sessions for staff in ELA: Fountas & Pinnell Reading, Guided Reading, Running Record Assessments, and/or 6+1 Smekens Writing. After several retirements, our most senior staff will have 5 years of experience in 2018-19. We had 5 first year teachers in 2017-18. They need PD support to build their skills/expertise within the core areas of ELA in order to increase student achievement.</p> <p>E. Conscious Discipline (CD) Professional Development and resources. 4 staff attended initial CD professional development in the spring of 2018. A site license is being purchased for a 10 session training course through Title I for the 2018-19 year. Onsite coaching through CD will provide teachers hands-on support and modeling for those who had the spring training and those who will receive training early in the 2018-19 year.</p> <p>F. CD implementation materials are specific to the program and provide visual support for students and staff.</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>\$14,835 – LLI Para salary (Salary-13,500, benefits 1335)</p> <p>\$82,900 - Data Coach/Tchr Mentor salary (Salary-68,220, benefits-14,680)</p> <p>\$5,800 – 2 New Tech Virtual Coaching Days (\$2,900 each day)</p> <p>\$2310 – New Tech Annual Conference for 1 staff (Registration 950, hotel/travel 1360)</p> <p>\$4080.30 – ELA PD (Registration/consultant fees - \$2755</p>	<p>A: The addition of a para to the LLI remediation program allows for 24-27 students/day to receive an additional 30 min of structured reading support.</p> <p>B: The Data Coach/Teacher Mentor provides a teacher in-service for data collection and monitoring including LLI data, 8-Step Assessment data, and student data folders. Sign in sheets for PD, meeting record forms in August prior to the start of school. Agenda and staff sign in sheets will serve as artifacts.</p> <p>C: Artifacts will include sign in sheets and resources provided by the coaches. Elementary PBL Toolkits will be completed as planning documents for each grade level project including writing components as a standard and used in assessment pieces. Teachers will assess PBL projects using NT Rubrics for Collaboration and Agency. Student growth from BOY to EOY in these areas will be seen in the student data binder tracking form for Collaboration and Agency</p> <p>D: District PD Request Form (Gold Form) from staff to attend PD aligned to the following ELA specific areas: Fountas & Pinnell Reading, Guided Reading, Running Record Assessments, and/or 6+1 Smekens Writing.</p> <p>E & F: Student discipline data is tracked and monitored using SWIS (the coordinating program for PBIS). We can track the impact of CD training by monitoring the impact on student discipline/classroom management.</p>
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			<p>Travel/per diem- \$1325.30)</p> <p>\$4,340– 2 days Conscious Discipline onsite coaching (\$2170/day)</p> <p>\$460 CD materials</p>	
Increase Learning Time	<p>Google Classroom was implemented initially in 2016-17 for e-Learning snow days, however classrooms soon began incorporating this as an opportunity for extended learning by providing learning that can take place at home. For 2017-18 2 e-learning days were added to the district calendar. Our increased technology through SIG has given us the capacity to encourage technology and learning beyond the walls of the school. In 2018-19 our district will be 1:1 with Apple/iPads. We have increased to 5 e-learning days for 2018-19.</p>	Multiple Phases (Multiple Quarters)	None	<p>Artifact: Google reports for login/completed work sent to teachers.</p> <p>In the last 2 years we used e-learning days in place of snow days. This year we are increasing from 2 e-learning days to 5 for all students. Google Classroom is utilized as the platform for instruction on these days. Teachers track participation by requiring a mix of online and “turn-in” assignments. Each teacher submits a list of these items to the office after each e-learning day. An e-learning survey will help us gauge participation and the capacity for students to work effectively from home.</p>
Create Community-Oriented Schools	<p>Home School Coordinator will be at the summer district registration to assist parents in registration as well as connecting parents with our school-based counseling partner. Once school is in session, home school coordinator will provide parent workshops during our Literacy Night, Side-by-Side Parent visitation days in the spring and fall, as well as</p>	Multiple Phases (Multiple Quarters)	<p>\$45,000 – Home School Coordinator salary \$500 parent meeting supplies/mat erials</p>	<p>Artifacts: SWIS data, sign in sheets and agendas for parent workshops</p> <p>We saw a drastic drop in behavior referrals from the 15/16 year (563 referrals) to the 16/17 year (417 referrals). We had 5 new teachers out of 12 in 2017-18 and saw an increase in referrals (514 referrals). This was</p>

	classroom lessons, monitor CICO students, provide individual student support and hold group sessions.			expected due to so many new and first year teachers. The district is moving to Trauma Sensitive Training and Conscious Discipline Training for staff to address these concerns.
Provide Operational Flexibility	Principal will be given the ability to hire, adjust calendar, contract with vendors for the SIG process.	Multiple Phases (Multiple Quarters)	None	<p>Artifacts: Presentations to the school board, meeting record forms with SIG Leadership Team, Data Dashboard analysis and reporting.</p> <p>The additional para will help us maintain our level of support in the classrooms. In high poverty and highly transient schools, retaining teachers is a challenge. We are providing needed teacher support through CD coaching, and are expecting to see an impact on student achievement. The staff culture survey will measure staff perceptions around culture and our teacher retention rate should increase as a result. We lost 3 teachers to retirement last year and 2 to family relocations. Our goal is to build and retain our new staff for the following year.</p>
Sustain Support	Superintendent, School Board, Teacher Union will continue to support Hosford Park through the SIG process.	Multiple Phases (Multiple Quarters)	None	Artifacts: School board presentations, quarterly meetings with Superintendent, Assurance letters, meeting record forms with SIG Leadership Team.



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Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

We will showcase our PBL projects through digital means such as a slideshow/video. This will show how our New Tech/PBL model is used in coordination with effective instruction.



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Working Together for Student Success

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Part 8: 1003g SIG Budget SY 18-19

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction		\$ 13,500.00		\$ 1,335.00				\$ 1,000.00			\$ 15,835.00
21000	Support Services - Student					\$ 45,000.00						\$ 45,000.00
22100	Improvement of Instruction (Professional Development)	\$ 68,220.00		\$ 14,680.00		\$ 10,140.00		\$ 6,390.30	\$ 460.00			\$ 99,890.30
22900	Other Support Services											\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation											\$ -
33000	Community Service Operations								\$ 500.00			\$ 500.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 68,220.00	\$ 13,500.00	\$ 14,680.00	\$ 1,335.00	\$ 55,140.00	\$ -	\$ 6,390.30	\$ 1,960.00	\$ -	\$ -	\$ 161,225.30

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost:

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
\$1000 Materials for classroom mini-grants for implmenting projects in Project Based Learning environment for materials to assist implmentation of Conscious Discipline materials for Parent Involvement through the Home-School Coordinator	\$460 \$500 for
Professional Services	Other Purchase Services (travel, communication)
\$45,000 Home School Coordinator, Jennifer Kerwin \$5800 2 days New Tech Virtual Coaching \$4340 2 days Conscious Discipline Onsite Coaching	\$2685.30 Travel expenses for NTAC and ELA (i.e. Smekens 6+1 Writing) Professional Development \$3705 Registration for NTAC and ELA PD as above

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
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TBD	Leveled Literacy Intervention Instructional Asst.	NC	0.9	N	N	NA	This Instructional Asst. will work with small groups of students, under direct supervision of a certified teacher, providing 30 minutes of structured reading support.
Wendy Brown	Data Coach/Teacher Mentor	Cert.	1	N	N	NA	The Data Coach/Teacher Mentor provides professional development and support for teacher data collection and monitoring including LLI data, 8-Step Assessment data, and student data folders. She also mentors new teachers and any others who need extra support regarding academics, behavioral and social/emotional issues with students.